

# **California High School Exit Examination (CAHSEE)**

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## **Explaining 2005–06 Summary Results**

**Information for Counties,  
School Districts, and Schools**

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Prepared by  
California Department of Education

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# Introduction

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All California public school students must satisfy the California High School Exit Examination (CAHSEE) requirement as well as other state and local requirements in order to receive a high school diploma. Students are required to take the CAHSEE for the first time in grade ten.

On August 22, 2006, the California Department of Education (CDE) will release summary results from the CAHSEE administrations during the 2005–06 school year. Results will be provided at the school, school district, county, and state levels and will be posted on the CDE Web site at <http://cahsee.cde.ca.gov>. Individual student CAHSEE results are confidential and are not included in the Internet posting.

It is important that school, school district, and county administrators respond proactively to inquiries about local CAHSEE results for the 2005–06 school year. Local efforts to communicate with key stakeholders can develop a foundation of understanding about this exam and what is being done to prepare students to meet this requirement. This assistance packet provides county offices of education, school districts, and schools with the information they need to access summary results online and interpret those results.

## Greater Access to Content Standards

Since 2001, students have had increased access to the state content standards through CDE's publication of standards-based resources for school districts, teachers, students, parents, guardians, and through the adoption of kindergarten through grade eight instructional resources in mathematics and English-language arts.

Human Resources Research Organization, the independent evaluator of CAHSEE, reported in its biennial evaluation that schools were offering more classes in standards-based instruction and concluded that "The CAHSEE requirement has been a major factor leading to dramatically increased coverage of the California content standards at both the high school and middle school levels and to development or improvement of courses providing help for students who have difficulty achieving these standards." (*Independent Evaluation of the California High School Exit Examination [CAHSEE]: Second Biennial Report*, February 1, 2004, Executive Summary, p. iii, General Finding 2)

## CAHSEE Resources for School Districts, Teachers, Students, Parents, and Guardians

The following CAHSEE and standards-based resources are provided on the CDE Web site:

- *Preparing for the CAHSEE: A Mathematics Study Guide* and *Preparing for the CAHSEE: An English-Language Arts Study Guide* for students and their parents (2004; reprinted 2005 and 2006)
- *California High School Exit Examination – Mathematics Teacher Guide* and *California High School Exit Examination – English-Language Arts Teacher Guide* (2002 and 2003)
- The release of 164 mathematics CAHSEE test questions, 173 English-language arts multiple-choice test questions, and 7 writing tasks (2001–05)

The State Board of Education adopted instructional materials aligned to state content standards for mathematics and English-language arts:

- *Reading/Language Arts Framework for California Public Schools* (1999)
- *Mathematics Framework for California Public Schools* (2000)
- *English-Language Arts Adoption of Instructional Materials* (January 2002)
- *Mathematics Adoption of Instructional Materials* (January 2001)

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## 2005–06 CAHSEE Key Reporting Dates

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<b>August 15, 2006</b>	<i>Explaining 2005–06 Summary Results: Information for Counties, School Districts, and Schools</i> posted on the CDE Web site
<b>August 17, 2006</b>	CAHSEE 2005–06 summary results available to school districts for review on the Internet
<b>August 21, 2006</b>	CAHSEE results accessible to the media through the Internet (with embargo)
<b>August 22, 2006</b>	State Superintendent of Public Instruction holds a press conference and teleconference  Press release on 2005–06 CAHSEE summary results distributed to the media, school districts, and county offices of education  CAHSEE 2005–06 summary results for schools, school districts, counties, and the state are posted on the Internet
<b>October 2006</b>	<i>CAHSEE Reporting Individual Students Results for the 2006–07 School Year: Assistance Packet for School Districts and Schools</i> posted on the Internet

# Facts about the California High School Exit Examination (CAHSEE)

State law, enacted in 1999, authorized the development of the California High School Exit Examination (CAHSEE), which students in California public schools would have to pass to earn a high school diploma. All California public school students must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive a high school diploma. The CAHSEE requirement can be satisfied by passing the exam or, for students with disabilities, receiving a local waiver pursuant to *Education Code* Section 60851(c), or receiving an exemption pursuant to *Education Code* Section 60852.3.

## Purpose of the CAHSEE

The purpose of the CAHSEE is to improve student achievement in high school and to help ensure that students who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics.

## Test Content

The CAHSEE is divided into two parts: English-language arts and mathematics. Test questions address California content standards that a High School Exit Examination Standards Panel, appointed by the State Superintendent of Public Instruction, determined students should know to graduate from high school.

### English-Language Arts

One part of the CAHSEE addresses state English-language arts (ELA) content standards through grade ten. The ELA part of the exam, which consists of multiple-choice questions and a writing task, has a reading section and a writing section. The reading section covers vocabulary, informational reading, and literary reading. This section includes 50 percent literary texts and 50 percent informational

texts. The writing section covers writing strategies, applications, and conventions. In addition to the multiple-choice questions, students are asked to complete one writing task on a specific topic or in response to a literary or informational passage.

### Mathematics

The other part of the CAHSEE addresses state mathematics content standards. It includes statistics, data analysis and probability, number sense, measurement and geometry, algebra and functions, mathematical reasoning, and Algebra I. Students must demonstrate computational skills and a foundation in arithmetic, including working with decimals, fractions, and percentages. The math part of the exam is composed entirely of multiple-choice questions.

The CAHSEE blueprints provide more information on the content of the exam. The CAHSEE blueprints are available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/hs/resources.asp>.

## Students with Disabilities

Students with disabilities must be allowed to take the CAHSEE with any accommodations and/or modifications specified in their individualized education program (IEP) or Section 504 Plan for use on the CAHSEE, standardized testing, or for use during classroom instruction and assessment. An accommodation is a change in the testing environment or process that does not alter what the CAHSEE measures or affect the comparability of scores, whereas a modification is a change that fundamentally alters what the CAHSEE measures or affects the comparability of scores.

Students who use an accommodation and earn a score of 350 or higher have passed that part of the

CAHSEE. Students who use a modification and earn the equivalent of a passing score on one or both parts of the CAHSEE have not passed but may be eligible for a waiver of the CAHSEE requirement.

## English Learners

English learners must be permitted to take the CAHSEE with certain test variations if used regularly in the classroom. For example, if regularly used in the classroom, English learners must be permitted to hear the test directions in their primary language or use a translation glossary.

Students who are English learners are required to take the CAHSEE in grade ten with all other grade ten students. During their first 24 months in a California school, English learners are to receive six months of instruction in reading, writing, and comprehension in English (*Education Code* Section 60852). During this time, they are still required to take the CAHSEE.

## Testing Opportunities

All students are required to take the CAHSEE for the first time in grade ten. Students who do not pass one or both parts of the CAHSEE in grade ten have up to two opportunities in grade eleven and up to three opportunities in grade twelve to retake the part(s) of the exam not yet passed. The CAHSEE testing schedule through the 2007–08 school year is posted on the Internet at <http://www.cde.ca.gov/ta/tg/hs/admin.asp>. School districts select their testing dates from this schedule.

## Results and Reports

In order to pass the CAHSEE, a scale score of 350 or higher is required on each part. Students do not need to pass both parts of the CAHSEE during the same administration in order to satisfy the CAHSEE requirement. Students who do not pass one or both parts of the CAHSEE in grade ten will have additional opportunities to take the CAHSEE in grade eleven and yet again in grade twelve, if needed.

About eight weeks after each administration of the exam, school districts receive two copies of the CAHSEE Student and Parent Report for each student who took the examination. When school districts receive these reports, they are to immediately distribute one copy to parents and guardians and place the other copy in the student's permanent record.

It is important that parents and guardians keep a copy of the student report for their own records. The CDE does not keep a copy of individual student reports. Individual student scores must be maintained by the student's school district. The school district must ensure the records are maintained confidentially. (See *Education Code* Section 49073 and *Title 20 United States Code* Section 1232[g].)

## Supplemental Instruction

School districts must provide supplemental instruction aligned with the state content standards to assist students in grades seven through twelve who do not demonstrate sufficient progress toward passing the CAHSEE (*Education Code* Sections 37252 and 60851[f]).

## State and Federal Accountability Requirements

The state and federal governments use the CAHSEE as a measure of school and school district accountability. The state accountability program is the Public Schools Accountability Act, and the federal accountability program is the No Child Left Behind Act. The use of CAHSEE results for these accountability programs in no way affects how the CAHSEE is used for individual student accountability.

## More Information

Additional CAHSEE information is posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/> or by contacting a high school principal or counselor.



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## Overview of Internet Reports

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The 2005–06 CAHSEE summary results will be accessible through the CDE Web site at <http://cahsee.cde.ca.gov>. This Web site has a link to the CDE DataQuest Web site, where the reports are generated. Instructions to assist you in accessing this Web site are included in this section.

The DataQuest Web site will display:

- Summary results for the September and November 2005 and the February, March, and May 2006 administrations.
- Summary results at the school, school district, county, and state levels.
- Combined results of the September and November 2005 and the February, March, and May 2006 administrations.
- Summary results for students by grade, gender, ethnicity, language fluency, socioeconomic status, and special education program participation.
- Summary results for English-language arts, including number of students tested, number passed, percent passed, average (mean) scale score, average percent correct for reading (word analysis, reading comprehension, literary response and analysis) and writing (writing strategies, writing conventions), and the average of two independent scores for the writing application (i.e. essay).
- Summary results for mathematics, including number of students tested, number passed, percent passed, number not passed, mean scale score, and average percent correct for mathematics strands (probability and statistics, number sense, algebra and functions, measurement and geometry, and Algebra I).
- Summary roster reports at the school district, county, and state levels. For example, a school district roster report for any given administration would display the overall results for each school in the school district that participated in that administration.

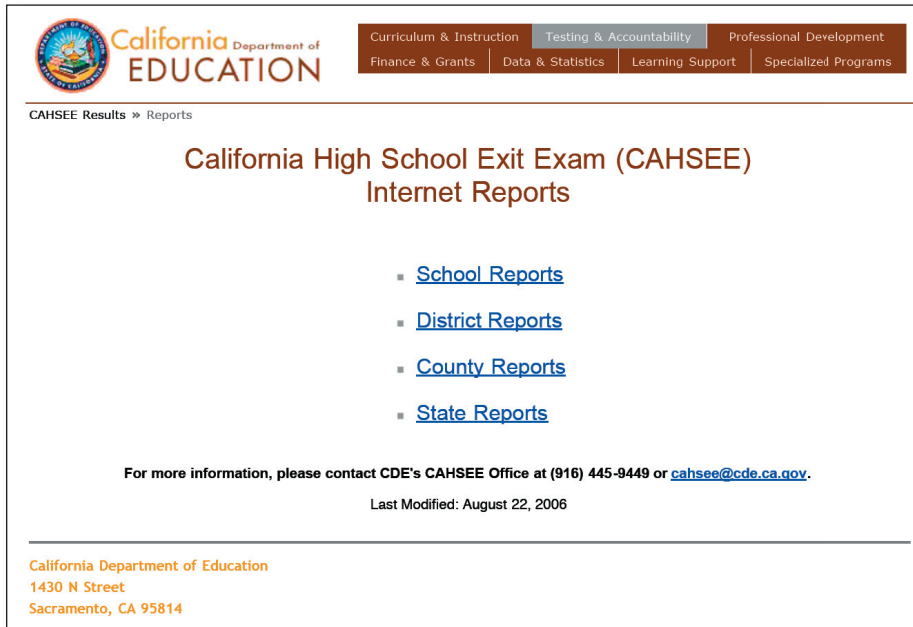
### 2005–06 CAHSEE Summary Results: Tab-Delimited Research Files

When the 2005–06 CAHSEE summary results are released, research files also will be available in tab-delimited format to allow for more complex analyses and customized reporting of the data. These research files and a research file layout will be available on the CDE Web site at <http://cahsee.cde.ca.gov>.



## Accessing Internet Reports

This section provides directions to access district-level results on the CDE Web site. Reports for schools, counties, and the state can be accessed using a similar approach.



California Department of Education

Curriculum & Instruction | Testing & Accountability | Professional Development  
Finance & Grants | Data & Statistics | Learning Support | Specialized Programs

CAHSEE Results » Reports

### California High School Exit Exam (CAHSEE) Internet Reports

- [School Reports](#)
- [District Reports](#)
- [County Reports](#)
- [State Reports](#)

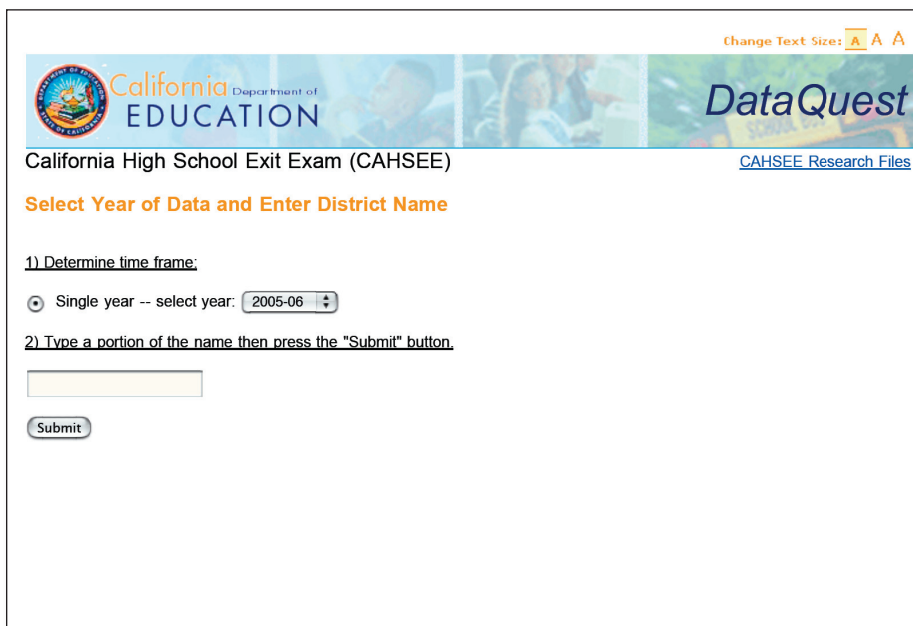
For more information, please contact CDE's CAHSEE Office at (916) 445-9449 or [cahsee@cde.ca.gov](mailto:cahsee@cde.ca.gov).

Last Modified: August 22, 2006

California Department of Education  
1430 N Street  
Sacramento, CA 95814

### To access the CAHSEE district-level results:

1. Go to <http://cahsee.cde.ca.gov/reports.asp>
2. Click on "District Reports."



Change Text Size: [A](#) [A](#) [A](#)

California Department of Education

### California High School Exit Exam (CAHSEE) DataQuest

[CAHSEE Research Files](#)

#### Select Year of Data and Enter District Name

1) Determine time frame:

☒ Single year -- select year: 2005-06

2) Type a portion of the name then press the "Submit" button.

3. From the drop down menu, select a school year.
4. Type a portion of the district name.
5. Click the "Submit" button.

Change Text Size: [A](#) [A](#) [A](#)

**California High School Exit Exam (CAHSEE)** [CAHSEE Research Files](#)

Year of data selected: **2005-06**

Select District:

3467439 --- Sacramento City Unified

Select Report:

☒ High School Exit Exam Results by Program

☐ High School Exit Exam Results by Program (with school info.)

☐ High School Exit Exam Results by Gender, Ethnicity

☐ High School Exit Exam Results by Gender, Ethnicity (with school data)

☐ District Roster (with school data)

☐ CAHSEE District Report

Specify administration: Combined

Select Test (District Roster or CAHSEE District Report):

☒ English-Language Arts (ELA)

☐ Mathematics

Specify grade level: All Grades

Combined indicates results for all exam administrations in the selected school year.  
Note: Repeat test takers may take the CAHSEE multiple times in a school year.

6. From the drop down menu under “Select District,” select a school district.
7. Under “Select Report,” select one option.
8. From the drop down menu beside “Specify administration,” select one of the administrations. The “Combined” option will combine results from all administrations during the selected school year.\*
9. Under “Select Test,” select one option.
10. Use the drop down menu next to “specify grade level” to choose a grade.
11. Click the “Submit” button.

\* Combined results for grade eleven, grade twelve, adult students, or all grades will include results for grade eleven, grade twelve, and adult education students, who may have tested up to three times during the school year.

## CAHSEE Summary Reports

The CAHSEE summary reports are available through the CDE Web site at <http://cahsee.cde.ca.gov> and provide school, school district, county, and state results for either a single test administration or for combined administrations within a school year. Various report options are available through DataQuest, but two primary reports are the Demographic Summary Reports and Roster Reports. The Demographic Summary Reports display results for various demographic categories including grade, gender, ethnicity, language fluency, economic status, and special education program participation. The Roster Reports display overall results for (1) all schools within a school district, (2) all school districts within a county, and (3) all counties within the state. This section contains samples of the following school district reports:

### Sample Reports:

- English-Language Arts Demographic Summary for All Students Tested
- Mathematics Demographic Summary for Grade Ten Students
- Mathematics Demographic Summary for All Students Tested
- Mathematics Roster for All Students Tested

Similar reports are available at the school, county, and state levels.

## 2005–06 Internet Report Options

The CAHSEE reports for the 2005–06 school year can be produced to show results for “all students tested” or for a specific grade such as “grade 10” students only. In addition to these reporting options, the following two reporting categories are included on these reports:

**Number Tested with Modifications** – This is the number of students tested with a modification specified in their individualized education program (IEP) or Section 504 Plan. This number is not included in the number tested column. No scores are reported because these students are subject to the local waiver process to satisfy the CAHSEE requirements.

**Number of Grade 10 Answer Documents Processed** – The number of grade 10 answer documents processed includes students who were tested, were absent, previously passed, or did not attempt the examination.

## Demographic Summary Report Column Heading Definitions

The following are the definitions for each column heading used on Demographic Summary Reports and Roster Reports.

**Number Tested** – This represents the number of valid answer documents scored overall and by demographic category. Number tested does not include invalid answer documents that represent students who were tested and did not answer enough test questions to be scored, took the test with a modification, or cheated. The sum of the number tested by demographic category is equal to the number for “All Students Tested.”

**Number Passed** – This represents the number of students who received a passing score (i.e., a scale score of 350 or greater). The number passed by demographic category is a subset of the Number Tested.

**Percent Passed** – This represents the percentage of students who received a passing score (i.e., a scale score of 350 or greater). The percent passed is calculated by dividing the number of students who passed by the number of students for whom there were valid answer documents and multiplying by 100.

**Number Not Passed** – This represents the number of students who did not receive a passing score (i.e., a scale score of less than 350). The number not passed by demographic category is a subset of the Number Tested. The number passed plus the number not passed equals the number tested.

**Percent Not Passed** – This represents the percentage of students who did not pass. The percent not passed is calculated by dividing the number of students who did not pass by the number of students for whom there were valid answer documents and multiplying by 100.

**Mean Scale Score** – This is the average scale score of all students who took the English-language arts or mathematics examination on the test date. The mean scale score is calculated by summing the actual scale scores for each student tested and dividing the sum by the number of students for whom there were valid answer documents.

## English-Language Arts

The English-language arts reports provide the following results:

**Reading** – The reading section includes the percent correct in each reading strand (Word Analysis, Reading Comprehension, Literary Response and Analysis) tested in English-language arts.

**Writing** – The writing section includes the percent correct in each writing strand (Writing Strategies, Writing Conventions) tested in English-language arts.

**Writing Application** – The writing application includes the total number of points awarded to the student essay. The student essay receives two scores that range from 1.0 (lowest) to 4.0 (highest) or non-scorable (NS). The average of these two scores is listed. The writing application score counts for 20 percent of the total English-language arts score.

## Mathematics

The mathematics reports provide the following results:

**Strands for Mathematics** – The average percent correct for each mathematics strand (Probability & Statistics, Number Sense, Algebra & Functions, Measurement & Geometry, and Algebra I) is listed in the last five columns, overall and by demographic category.

**Note:** Dashes (--) indicate that for groups of ten or fewer students, data were suppressed to maintain the anonymity of the students tested.

# Sample School District Report: English-Language Arts Demographic Summary for All Students Tested

California High School Exit Examination  
Demographic Summary  
English-Language Arts (March 2006) for (All Grades)  
File Date: 8/4/2006

- [To Research Files](#)
- [District Roster Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY  
District: 00000 – EXAMPLE SCHOOL DISTRICT

Number of grade 10 answer documents processed: 925

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scale Score	Reading Avg. Percent Correct			Writing Avg. Percent Correct		Writing Application Average Score
							Word Analysis	Reading Comp.	Lit. Resp. Analysis	Writing Strat.	Writing Conv.	Essay
All Students Tested	1,150	805	70%	345	30%	379	83%	76%	80%	65%	74%	2.3
<b>Grade</b>												
Tenth	910	637	70%	273	30%	379	83%	76%	80%	65%	74%	2.3
Eleventh	205	143	70%	62	30%	379	83%	76%	80%	65%	74%	2.3
Twelfth	0	--	--%	--	--%	--	--	--%	--%	--%	--%	--
Adult Students	30	21	70%	9	30%	379	83%	76%	80%	65%	74%	2.3
Unknown	5	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
<b>Gender</b>												
Male	620	434	70%	186	30%	379	83%	76%	80%	65%	74%	2.3
Female	525	367	70%	158	30%	379	83%	76%	80%	65%	74%	2.3
Unknown	5	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
<b>Race/Ethnicity</b>												
American Indian or Alaska Native	10	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Asian	70	49	70%	21	30%	379	83%	76%	80%	65%	74%	2.3
Pacific Islander	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Filipino	20	14	70%	6	30%	379	83%	76%	80%	65%	74%	2.3
Hispanic or Latino	625	437	70%	188	30%	379	83%	76%	80%	65%	74%	2.3
African American or black (not of Hispanic origin)	115	80	70%	35	30%	379	83%	76%	80%	65%	74%	2.3
White (not of Hispanic origin)	310	217	70%	93	30%	379	83%	76%	80%	65%	74%	2.3
Declined to State	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
<b>Language Fluency</b>												
English Only Students	715		70%		30%	379	83%	76%	80%	65%	74%	2.3
Initially Fluent English Proficient (IFEP)	200		70%		30%	379	83%	76%	80%	65%	74%	2.3
Redesignated Fluent English Proficient (RFEP)	85		70%		30%	379	83%	76%	80%	65%	74%	2.3
English Learner Students	150		70%		30%	379	83%	76%	80%	65%	74%	2.3
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%	--
<b>Economic Status</b>												
Non-Economically Disadvantaged Students	930		70%		30%	379	83%	76%	80%	65%	74%	2.3
Economically Disadvantaged Students	165		70%		30%	379	83%	76%	80%	65%	74%	2.3
Unknown	55		70%		30%	379	83%	76%	80%	65%	74%	2.3
<b>Migrant Education Program Participation</b>												
Students Receiving Services	60		70%		30%	379	83%	76%	80%	65%	74%	2.3
<b>Special Education Program Participation</b>												
Students Receiving Services	80		70%		30%	379	83%	76%	80%	65%	74%	2.3
<b>Students Tested with Modifications</b>	25											

\* Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS). The average of these two scores is listed above.  
The Writing Application score counts as 20% of the total English-Language Arts score

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs>.

# Sample School District Report: Mathematics

## Demographic Summary for Grade Ten Students

California High School Exit Examination  
Demographic Summary  
Mathematics (March 2006) for (Grade 10)  
File Date: 8/4/2006

- [To Research Files](#)
- [District Roster Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY  
District: 00000 – EXAMPLE SCHOOL DISTRICT

Number of grade 10 answer documents processed: 1,040

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scale Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested	1,025	717	70%	308	30%	379	71%	73%	68%	65%	59%
<b>Gender</b>											
Male	575	402	70%	173	30%	379	71%	73%	68%	65%	59%
Female	445	311	70%	134	30%	379	71%	73%	68%	65%	59%
Unknown	5	--	--%	--	--%	--	--%	--%	--%	--%	--%
<b>Ethnicity</b>											
American Indian or Alaska Native	10	--	--%	--	--%	--	--%	--%	--%	--%	--%
Asian	40	28	70%	12	30%	379	71%	73%	68%	65%	59%
Pacific Islander	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Filipino	20	14	70%	6	30%	379	71%	73%	68%	65%	59%
Hispanic or Latino	540	378	70%	162	30%	379	71%	73%	68%	65%	59%
African American or black (not of Hispanic origin)	100	70	70%	30	30%	379	71%	73%	68%	65%	59%
White (not of Hispanic origin)	315	220	70%	95	30%	379	71%	73%	68%	65%	59%
Declined to State	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
<b>Language Fluency</b>											
English Only Students	760	532	70%	228	30%	379	71%	73%	68%	65%	59%
Initially Fluent English Proficient (IFEP)	105	73	70%	32	30%	379	71%	73%	68%	65%	59%
Redesignated Fluent English Proficient (RFEP)	120	84	70%	36	30%	379	71%	73%	68%	65%	59%
English Learner Students	40	28	70%	12	30%	379	71%	73%	68%	65%	59%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
<b>Economic Status</b>											
Non-Economically Disadvantaged Students	785	549	70%	236	30%	379	71%	73%	68%	65%	59%
Economically Disadvantaged Students	185	129	70%	56	30%	379	71%	73%	68%	65%	59%
Unknown	55	38	70%	17	30%	379	71%	73%	68%	65%	59%
<b>Migrant Education Program Participation</b>											
Students Receiving Services	60		70%		30%	379	83%	76%	80%	65%	74%
<b>Special Education Program Participation</b>											
Students Receiving Services	80	56	70%	24	30%	379	71%	73%	68%	65%	59%
<b>Students Tested with Modifications</b>	11										

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tq/hs/>.



# Sample School District Report: Mathematics

## Demographic Summary for All Students Tested

California High School Exit Examination  
Demographic Summary  
Mathematics (March 2006) for (All Grades)  
File Date: 8/4/2006

- [To Research Files](#)
- [District Roster Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

County: 00 – EXAMPLE COUNTY  
District: 00000 – EXAMPLE SCHOOL DISTRICT

Number of grade 10 answer documents processed: 1,040

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scale Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested	1,355	948	70%	407	30%	379	71%	73%	68%	65%	59%
<b>Grade</b>											
Tenth	1,025	717	70%	308	30%	379	71%	73%	68%	65%	59%
Eleventh	290	203	70%	87	30%	379	71%	73%	68%	65%	59%
Twelfth	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Adult Students	40	28	70%	12	30%	379	71%	73%	68%	65%	59%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
<b>Gender</b>											
Male	700	490	70%	210	30%	379	71%	73%	68%	65%	59%
Female	645	451	70%	194	30%	379	71%	73%	68%	65%	59%
Unknown	10	--	--%	--	--%	--	--%	--%	--%	--%	--%
<b>Ethnicity</b>											
American Indian or Alaska Native	20	14	70%	6	30%	379	71%	73%	68%	65%	59%
Asian	70	49	70%	21	30%	379	71%	73%	68%	65%	59%
Pacific Islander	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Filipino	30	21	70%	9	30%	379	71%	73%	68%	65%	59%
Hispanic or Latino	650	455	70%	195	30%	379	71%	73%	68%	65%	59%
African American or black (not of Hispanic origin)	145	101	70%	44	30%	379	71%	73%	68%	65%	59%
White (not of Hispanic origin)	440	308	70%	132	30%	379	71%	73%	68%	65%	59%
Declined to State	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
<b>Language Fluency</b>											
English Only Students	915	640	70%	275	30%	379	71%	73%	68%	65%	59%
Initially Fluent English Proficient (IFEP)	195	136	70%	59	30%	379	71%	73%	68%	65%	59%
Redesignated Fluent English Proficient (RFEP)	145	101	70%	44	30%	379	71%	73%	68%	65%	59%
English Learner Students	100	70	70%	30	30%	379	71%	73%	68%	65%	59%
Unknown	0	--	--%	--	--%	--	--%	--%	--%	--%	--%
<b>Economic Status</b>											
Non-Economically Disadvantaged Students	1,035	724	70%	311	30%	379	71%	73%	68%	65%	59%
Economically Disadvantaged Students	250	175	70%	75	30%	379	71%	73%	68%	65%	59%
Unknown	70	49	70%	21	30%	379	71%	73%	68%	65%	59%
<b>Migrant Education Program Participation</b>											
Students Receiving Services	60		70%		30%	379	83%	76%	80%	65%	74%
<b>Special Education Program Participation</b>											
Students Receiving Services	100	70	70%	30	30%	379	71%	73%	68%	65%	59%
<b>Students Tested with Modifications</b>	15										

-- The number of pupils in this category is too small for statistical accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs>.

## Sample School District Report: Mathematics Roster for All Students Tested

California High School Exit Examination  
School Listing – EXAMPLE SCHOOL DISTRICT  
Mathematics (March 2006) for (All Grades)  
File Date: 8/4/2006

- [To Research Files](#)
- [Back to District Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

Number of Students Tested: 1,355

District Code and Name	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scale Score	Strands for Mathematics (Average Percent Correct)				
							Probability & Stat.	Number Sense	Algebra & Func.	Meas. & Geometry	Algebra I
All Students Tested	1,355	948	70%	407	30%	379	71%	73%	68%	65%	59%
0000001 Example School #1	275	192	70%	83	30%	379	71%	73%	68%	65%	59%
0000002 Example School #2	540	378	70%	162	30%	379	71%	73%	68%	65%	59%
0000003 Example School #3	125	87	70%	38	30%	379	71%	73%	68%	65%	59%
0000004 Example School #4	415	289	70%	125	30%	379	71%	73%	68%	65%	59%

-- The number of pupils in this category is too small to report for accuracy or privacy protection.

You may obtain copies of selected test questions at your school site or at the following Web site: <http://www.cde.ca.gov/ta/tg/hs>.

## **Appendices**

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**Using 2005–06 Results to Promote Student Success**

**A Chronology of State Testing in California**

**Glossary of Terms/Acronyms**

## Using 2005–06 Results to Promote Student Success

Counties, school districts, and schools are encouraged to use the 2005–06 summary results and other standards-based evidence of student achievement to develop and implement an ongoing process for refining classroom instruction and school programs. The goal is to work with school staff to identify patterns of student performance and identify program areas needing improvement. The steps outlined below can be used by school personnel to analyze student performance, evaluate classroom instruction, and develop a plan for improvement.

### Purpose

- To develop and implement an ongoing process for refining classroom instruction and school programs, using CAHSEE results and other standards-based evidence of student achievement
- To involve all staff, with student and parent input, in the evaluation and refinement process and articulate identified refinements with other district schools
- To develop a plan to provide additional assistance for students who did not pass one or both part(s) of the CAHSEE

#### **Examples of data that could be used for evaluating student achievement might include but not be limited to:**

- Student feedback concerning student preparation and CAHSEE results
- Individual, school, and school district CAHSEE data from previous administrations
- STAR data and grade records for students participating in the CAHSEE
- Comparative data from feeder school program participation and current and past CAHSEE results
- Program participation data from any remedial programs offered by the school or by outside agencies
- Any other relevant data collected by the school (attendance rates, disciplinary referrals, etc.)
- Assessments aligned with state content standards
- School district and school level formative or benchmark assessments
- Passing rates and program information from schools similar in either student population or geography

#### **Step 1. Identify and collect data about the academic achievement of students (individual and group data).**

- Construct a process for identifying, collecting, and compiling the data to examine patterns across individual student and group scores. (It is suggested that a staff work group, consisting of those involved with intervention as well as a representative(s) of administration and content areas of English-language arts and mathematics be convened for this phase of the process.)
- Identify sources of information that are available to use in the review of the academic achievement of students.
- Gather data from all students who have completed the CAHSEE, whether or

not they passed, to obtain feedback from students about the support they have been given and to identify effective and ineffective strategies offered through classroom instruction and other support activities.

- Collect and compile data from other sources about student achievement to help identify students needing some level of intervention and program areas (curriculum and/or instruction) needing modification.

**Step 2. Review collected data about the academic achievement of students to prepare information for possible program planning.**

- Once the student information has been completed and gathered, compile results for staff review.
- Develop a plan for how to combine student achievement data from multiple sources.
- Compile data about student achievement from other sources to identify possible program modifications, students in need of intervention and to design intervention efforts.

**Ten Essential Questions for Reviewing Student Data**

1. What percentage of first-time test takers passed the CAHSEE? Is this number an increase or decrease over past test administrations? What does this increase or decrease signify?
2. What percentage of eligible students have taken the CAHSEE more than once? How do the passage rates compare with past test administrations?
3. What does CAHSEE, or other test data, reveal about the achievement of subgroups?
4. Of those students who have taken the CAHSEE more than once, are their scores changing? If yes, by how many points? Do those students who are changing their scores fall into any type of pattern (i.e., gender, participation in certain programs)?
5. Do patterns identify any strengths or weaknesses in instructional programs for mathematics and English-language arts? How do the identified strengths and weaknesses relate to the content standards addressed in those core subjects?
6. Are the results of the CAHSEE predictable according to data from feeder schools? Is there a relationship between middle and high school grades and scores on the CAHSEE? How do CAHSEE results compare with STAR results, and what patterns may be seen in the differences that exist?
7. How do other school data help predict passage rates? Is there a relationship, for example, between attendance and passage? Do test results tend to correspond with data about program changes or transfer and/or dropout rates? What steps are being taken to address any existing correlations?
8. What programs are identified by staff and students and supported by data as the most effective for remediation?
9. Within each program that provides supplemental instruction, what materials and/or strategies do students identify as most helpful (effective)? Do test results support this perception?
10. What additional programs serving similar student populations might be used for remediation? What is the success rate of these programs?

- Organize staff work groups by content area to review, analyze, and evaluate data about student achievement.
- With results of the data review, prepare a brief but comprehensive report by the work group for presentation to the entire staff. (The report should include suggestions regarding program improvement, based on the data presented.)
- Evaluate student feedback concerning CAHSEE results and student preparation.

**Step 3. Evaluate classroom instruction and/or programs implemented to ensure student success (based on data review).**

- Convene a staff meeting (all staff) for a presentation of the findings and recommendations of the data review work group. (Successes should be highlighted and celebrated first; then the conversation should focus on developing a list of priorities for refining the curriculum, instruction, assessment, and remediation.)
- Ask all staff members to examine their own role in student preparation and support and to identify at least one change they plan to make to improve the academic achievement for their students.
- Convene staff members by department to discuss results of the individual CAHSEEpreparation analysis and to consider program and instructional recommendations.
- Record intended goals by department and each individual and determine a method for collecting data to evaluate results after program changes have been implemented.
- Submit to the administration a summary of proposed program refinements prepared by each department.
- Identify diagnostic tools teachers can use to evaluate their students' specific strengths and weaknesses.
- Determine methods for evaluating how students are placed in intervention programs and what programs are successful.

**Step 4. Incorporate proposed program changes, identified through the evaluation process, into the school plan and continue implementation and refinement.**

- Review proposed program changes/refinements with each department and finalize recommendations.
- Compile all finalized departmental reports and incorporate into a school action plan, with timeline, identifying roles and responsibilities, needed professional development activities, and methods for monitoring progress and evaluating outcomes.
- Plan and conduct training(s) for instituting changes and schedule staff time for evaluating progress and/or making additional modifications.
- Develop a school accountability system to ensure that changes are carried out.

**Step 5. Communicate program results and steps for refinement to key stakeholders.**

- Identify populations that must be informed and/or included in program refinement planning or implementation; these might include but not be limited to:
  - **District staff, including administrators and their support staff** – All staff should be updated about programmatic changes as they are made.
  - **Governing boards** – Board members need clear explanations of program changes to allow for informed decision-making if new policies, policy modifications, and/or funding are necessary.
  - **Student population** – Students should be informed about changes, and changes made in response to student requests should be acknowledged.
  - **Parents, guardians, and families** – Parents, guardians, and families should be kept informed of all changes, even if their students are not directly involved.
  - **General public** – The general public should be kept informed about the CAHSEE and what is being done to prepare students for the test.
  - **Feeder districts and alternative school sites** – Ongoing dialogue should be conducted between feeder schools and receiving high schools, as well as any alternative sites for students. (Feeder schools should receive information about their former students' achievement on standards addressed on the CAHSEE.)
- Make a particular effort to provide accurate and timely information to parents, guardians, and students who are at risk of not passing the CAHSEE. Program changes that will impact students should be explained and, when possible, acknowledged in writing by both the student and the student's parents or guardians.
- Make information available in the parents and guardians' primary languages, when possible. (Every effort also should be made to deliver important information outside of traditional channels [i.e., through television and radio programs in parents' and guardians' primary languages].)
- Include information to students and their parents or guardians about all options for delivery of student services, including scheduling of available services, services provided, and methods for evaluating program effectiveness. Copies of all information should be preserved for documentation and reference.
- Communicate with the general public through news releases and other news sources. (Information should include positive test results, program improvements, and curricular and/or instructional programs that still need improvement. Schools should make every effort to demonstrate the goal that all students can and will be successful. Efforts to keep the public informed also should include information about the difficulty level of the CAHSEE [including sample test items], what is being done to prepare students for the test, and directions to access group test results posted on the Internet.)



# A Chronology of State Testing: 1997–2006

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|---|---|
| <p><b>1997</b></p> <ul style="list-style-type: none"> <li>• Senate Bill 376 authorized the Standardized Testing and Reporting (STAR) Program; required testing of all students in English with a State Board of Education (SBE)-approved, nationally normed test in reading, spelling, written expression, and mathematics in grades two through eight; and in reading, writing, mathematics, history-social science, and science in grades nine through eleven; provided funding for testing to school districts; required individual student, school, school district, county, and state results</li> <li>• The SBE designated Stanford Achievement Test, Ninth Edition (Stanford 9) for use in STAR Program</li> <li>• Assembly Bill 748 authorized development of English Language Development (ELD) Standards and the California English Language Development Test (CELDT) for students whose primary language is other than English</li> </ul> <p><b>1998</b></p> <ul style="list-style-type: none"> <li>• Stanford 9 administered</li> </ul> <p><b>1999</b></p> <ul style="list-style-type: none"> <li>• California Standards Tests (CSTs) in English-language arts and mathematics added to the STAR Program to address state content standards; designated primary language test in Spanish (Spanish Assessment of Basic Education, Second Edition [SABE/2]) added for limited English proficient (LEP) students</li> <li>• Development of the California High School Exit Examination (CAHSEE) authorized by Senate Bill 2X</li> <li>• The SBE adopted ELD Standards</li> <li>• Senate Bill 638 passed to authorize the assessment of English learners</li> </ul> | <p><b>2000</b></p> <ul style="list-style-type: none"> <li>• California Reading List Number added to reports of STAR Program results</li> <li>• CELDT annual testing window established by the SBE and the State Superintendent of Public Instruction</li> <li>• The SBE adopted CAHSEE blueprints</li> </ul> <p><b>2001</b></p> <ul style="list-style-type: none"> <li>• CSTs in history-social science and science for grades nine through eleven and CST in writing for grades four and seven added to the STAR Program</li> <li>• Performance levels designated for CST in English-language arts</li> <li>• First administration of the CAHSEE given to grade nine students in the Class of 2004</li> <li>• First administration of the CELDT</li> <li>• Passing scores designated for CAHSEE in English-language arts and mathematics</li> <li>• CELDT cut scores adopted by the SBE for five proficiency levels: beginning, early intermediate, intermediate, early advanced, advanced</li> </ul> <p><b>2002</b></p> <ul style="list-style-type: none"> <li>• Assembly Bill 1609 removed the option for grade nine students to take the CAHSEE</li> <li>• STAR Program reports redesigned to focus on CST results</li> <li>• Performance levels designated for CSTs in mathematics, history-social science, and science</li> <li>• STAR Program reauthorized for 2003–05</li> <li>• CELDT blueprint redesigned, reducing testing time</li> </ul> |
|---|---|

<b>2003</b>	<ul style="list-style-type: none"> <li>• CST in history-social science at grade nine moved to grade eight</li> <li>• Norm-referenced test for the STAR Program changed from Stanford 9 to California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)</li> <li>• California Alternate Performance Assessment (CAPA) added to the STAR Program to assess students with significant cognitive disabilities</li> <li>• CAHSEE graduation requirement postponed to 2006</li> </ul>	<b>2005</b>	<ul style="list-style-type: none"> <li>• CSTs in science field-tested for grades eight and ten to meet NCLB requirements</li> <li>• CAPA science tasks field-tested for grades five, eight, and ten</li> <li>• Senate Bill 964 study conducted to assess options and provide recommendations for alternatives to CAHSEE for students with disabilities—no feasible alternatives were identified</li> <li>• Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) designated as the primary language test to replace the SABE/2</li> </ul>
<b>2004</b>	<ul style="list-style-type: none"> <li>• Grade five science CST added to the STAR Program</li> <li>• California State University system augmented grade eleven ELA, Algebra II, and Summative High School Mathematics CSTs to produce information about students' readiness for college</li> <li>• The SBE authorized development of science tests in grades eight and ten to meet requirements of No Child Left Behind (NCLB) Act of 2001</li> <li>• Senate Bill 1448 passed to reauthorize the STAR Program</li> <li>• The SBE approved revisions to the CAHSEE blueprints</li> <li>• First administration of the CAHSEE given to students in the Class of 2006</li> <li>• Listening and speaking sections of the CELDT revised to improve reliability and validity</li> <li>• The SBE adopted regulations allowing the use of specified CST scores to qualify for the Golden State Seal Merit Diploma</li> </ul>	<b>2006</b>	<ul style="list-style-type: none"> <li>• CSTs in science added to grades eight and ten</li> <li>• Aprenda 3 administered</li> <li>• A comprehensive score for listening and reading with separate listening and speaking scores added to CELDT results; a common scale across grades implemented; cut scores for proficiency levels updated</li> <li>• Students in the Class of 2006 are the first required to satisfy the CAHSEE requirement as a condition of graduation</li> </ul>

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# Glossary of Terms/Acronyms

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## Academic Performance Index (API)

The API is a state requirement under the Public Schools Accountability Act (PSAA) of 1999. The API is a single number that ranges from 200 to 1000 and indicates how well a school performed academically the previous year. A complete explanation of all API criteria is available on the CDE Web site.

## Accommodations

Accommodations are variations in the administration of an assessment. Accommodations include variations in scheduling, setting, timing, response mode, presentation format, and others. The term accommodation commonly refers to changes that do not alter in any significant way what the test measures or the comparability of scores. Accommodations are identified in the student's individualized education program (IEP) or Section 504 Plan and should be used regularly during instruction and classroom assessments. A complete list of allowable accommodations is included in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the CDE Web site.

## Adequately Yearly Progress (AYP)

AYP is a requirement under the federal No Child Left Behind (NCLB) Act of 2001. Under the NCLB criteria, schools and local educational agencies (i.e., school districts and county offices of education) must annually meet or exceed specified criteria in order to make AYP. A complete explanation of all AYP criteria is available on the CDE Web site.

## Blueprints

The blueprints outline the specific content standards tested and the number of questions included for each grade level and subject area.

## California High School Exit Examination (CAHSEE)

The CAHSEE is a graduation requirement that was first authorized by state law in 1999. Beginning with the graduating Class of 2006, California public school students must pass both parts of the CAHSEE, including English-language arts (ELA) and mathematics, to receive a high school diploma. The purpose of the CAHSEE is to significantly improve student achievement in public high schools and to ensure that students who graduate from public

high schools can demonstrate grade-level competency in reading, writing, and mathematics. This test is aligned to selected state-adopted content standards in ELA and mathematics.

## Content Standards

Adopted by the State Board of Education (SBE), state content standards are statements that describe what all students in California public schools should know and be able to do in particular subject areas or courses and grade levels. These standards define for administrators, teachers, parents, guardians, students, and the community what is expected for all students.

## Mean Scale Score

A mean scale score is the arithmetic mean or average of the scale scores for all students who took the CAHSEE. A mean scale score for the CAHSEE is the average score of all students who took the English-language arts or mathematics part of the examination on the test date.

## Modifications

A modification is a change to the testing conditions, procedures, and/or formatting so that the measurement of the intended construct is no longer valid. A complete list of modifications on the state assessments is included in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the CDE Web site.

## Performance Levels

Performance levels are ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular achievement level. To meet No Child Left Behind requirements, California reports three performance levels on the CAHSEE: advanced, proficient, and basic.

## Scoring Rubric

Scoring rubrics are guidelines that are used to score the student writing task in response to the English-language arts part of the CAHSEE. The criteria in the rubrics address state writing strategies, writing applications, and written conventions standards that are part of the California English-language arts content standards. Readers use the rubrics to assign a score from 4 (high) to 1 (low) to each student's written response.

## **Standards-Based Assessments**

Standards-based assessments are developed to be aligned with specific content standards. Results on standards-based assessments are reported based on clearly defined performance categories or levels. Since the interpretation of performance is relative to a criterion or cut score (i.e., a scale score of 350 defines the lower range of proficient), such standards-based assessments support criterion-referenced interpretations. The CAHSEE is a standards-based assessment.

## **Subgroup**

A subgroup is a well-defined group of students. For example, the federal No Child Left Behind (NCLB) Act of 2001 identifies specific subgroups of students who must achieve adequate yearly progress. These identified subgroups are race or ethnicity, students with disabilities, limited English proficient, and socioeconomically disadvantaged.

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# Web Site Resources

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**Academic Performance Index (API)**

<http://www.cde.ca.gov/ta/ac/ap/index.asp>

**Adequately Yearly Progress (AYP)**

<http://www.cde.ca.gov/ta/ac/ay/index.asp>

**California High School Exit Examination (CAHSEE)**

<http://www.cde.ca.gov/ta/tg/hs/index.asp>

**CAHSEE Blueprints**

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

**CAHSEE Internet Reports**

<http://cahsee.cde.ca.gov/reports.asp>

**CAHSEE Released Test Questions**

<http://www.cde.ca.gov/ta/tg/hs/resources.asp>

**Content Standards**

<http://www.cde.ca.gov/be/st/ss/>

***Matrix of Test Variations, Accommodations, and Modifications  
for Administration of California Statewide Assessments***

<http://www.cde.ca.gov/ta/tg/hs/accommod.asp>